Response to Intervention and the Appearance in the Classroom

Three Tier Model

Core Instruction
Strategic Instruction
Intensive Instruction

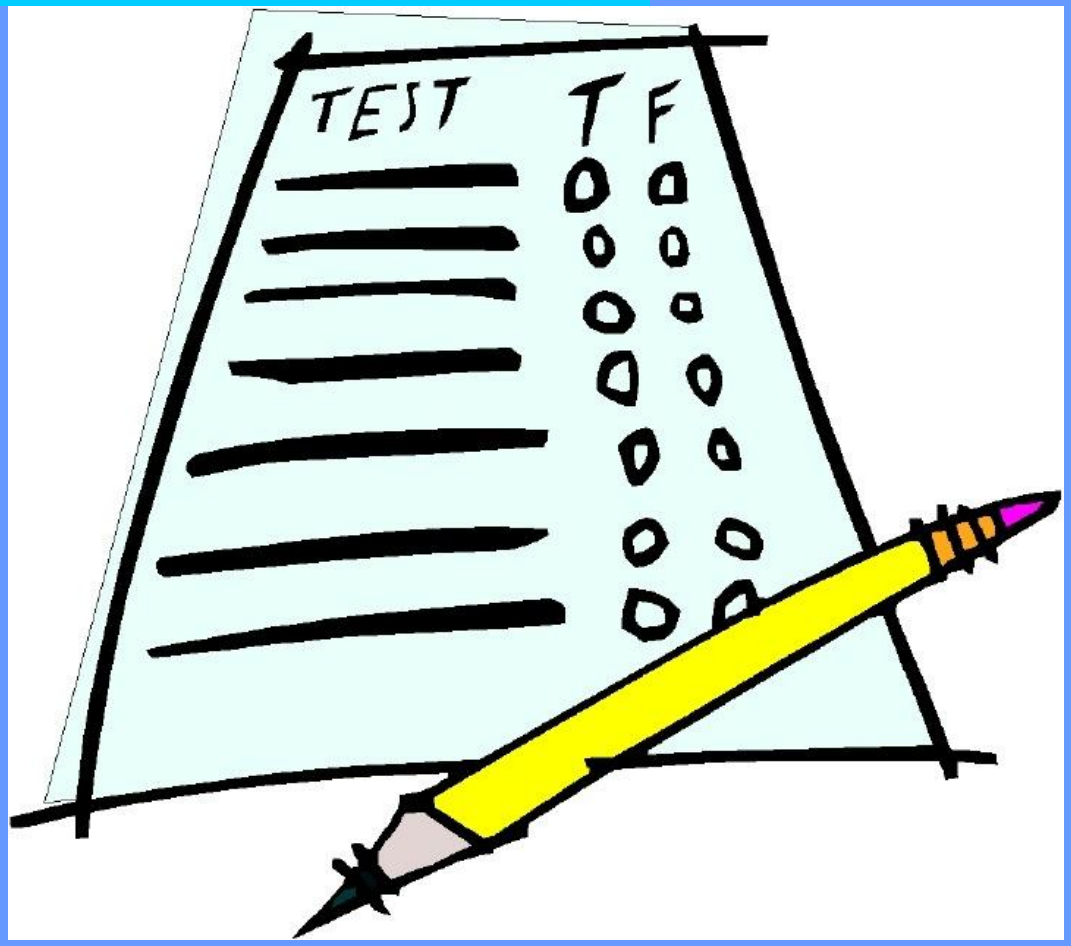
Tier I

- Core with fidelity
  - Teach whole group instruction
    - Directly and explicitly taught
      - Student textbook
      - Workbooks
  - Teach small group instruction
    - Differentiated Instruction (advanced, on, below)
      - Literacy Centers
      - Leveled Readers
      - Computers

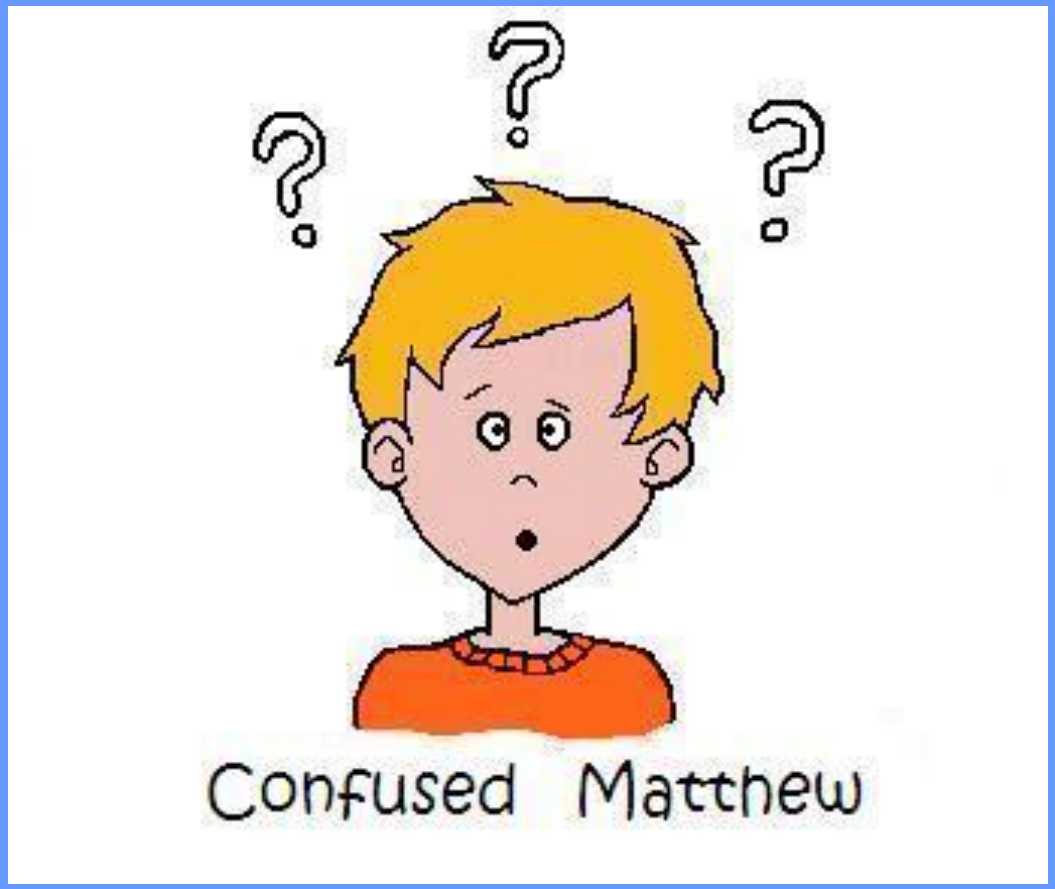
Differentiated Instruction

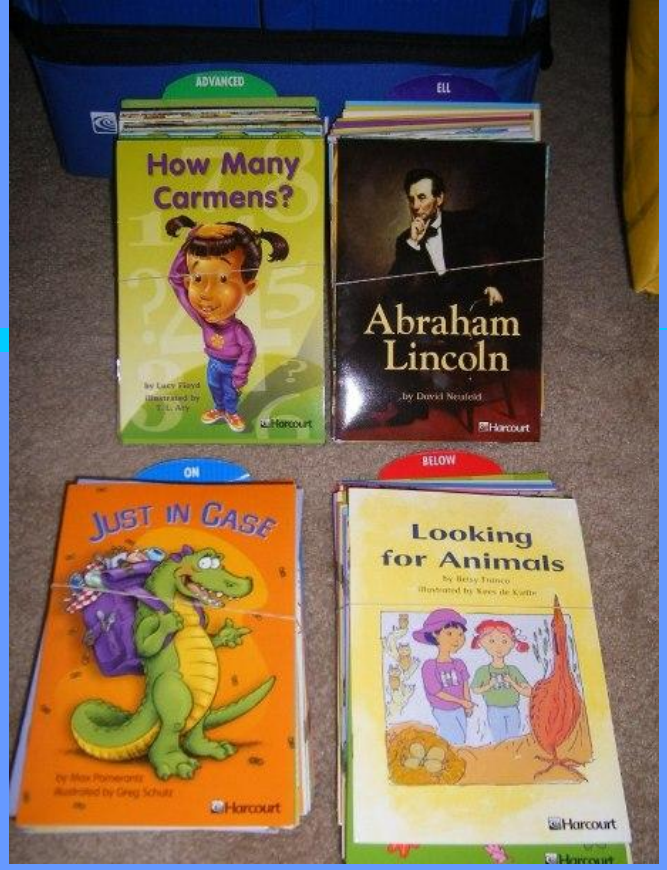
- ✓Students work in skill based literacy centers independently.
- ✓Teacher works in small groups with students that need extra support with core lessons.

Use item analysis from weekly test or theme test



Teacher observation during whole group instruction



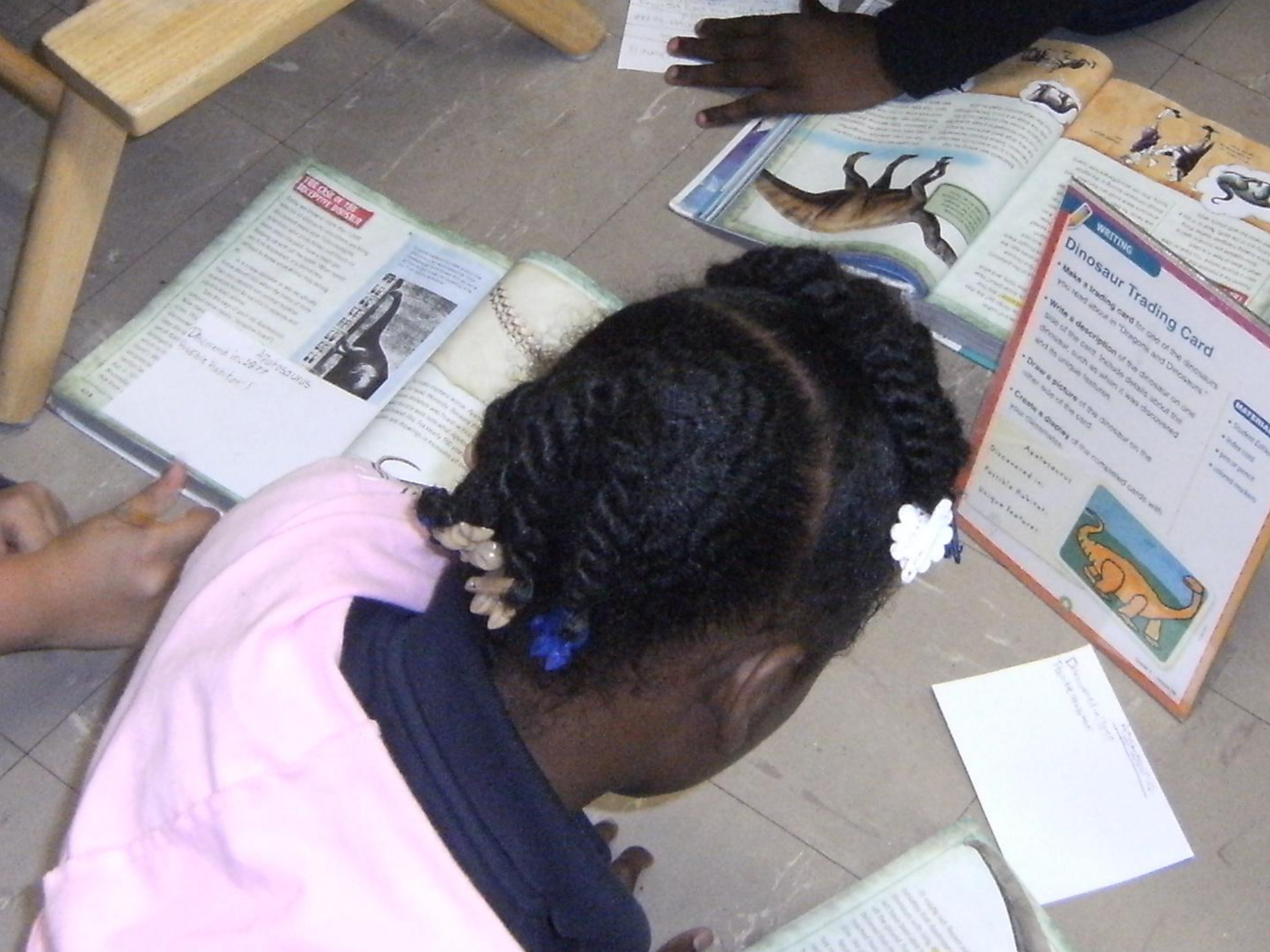


Teacher can use the leveled reader system to work on individual levels

Flexible grouping

Student Name	Focus Skill	Vocabulary	Comprehension	Grammar	Fluency	Spelling
Andrea	x	x			x	
Charleigh				x		
Justin	x	x	x	x	x	x
Jeremy	x	x	x		x	
Calvin	x	x	x	x	x	x
Destiny			x	x		
Hayden	x				x	
Katelynn		x	x			x
Trey	x	x			x	x

Justin
Christian
Michael
Malik
Calvin
Lawrence
Katelynne
Jeremy
Jamala
Joseph
Monday
Writing
Word Study
Reading
Technology
Tuesday
Technology
Writing
Word Study
Reading
Wednesday
PBIS


WRITING
Dinosaur Trading Card

5¢
10¢
25¢
$1.00
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invention
reduce
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Contraption
Submerged
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Tier II

- Minimum of 30 minutes of interventions in a small group setting using the five essential components. The core provides instruction and materials.

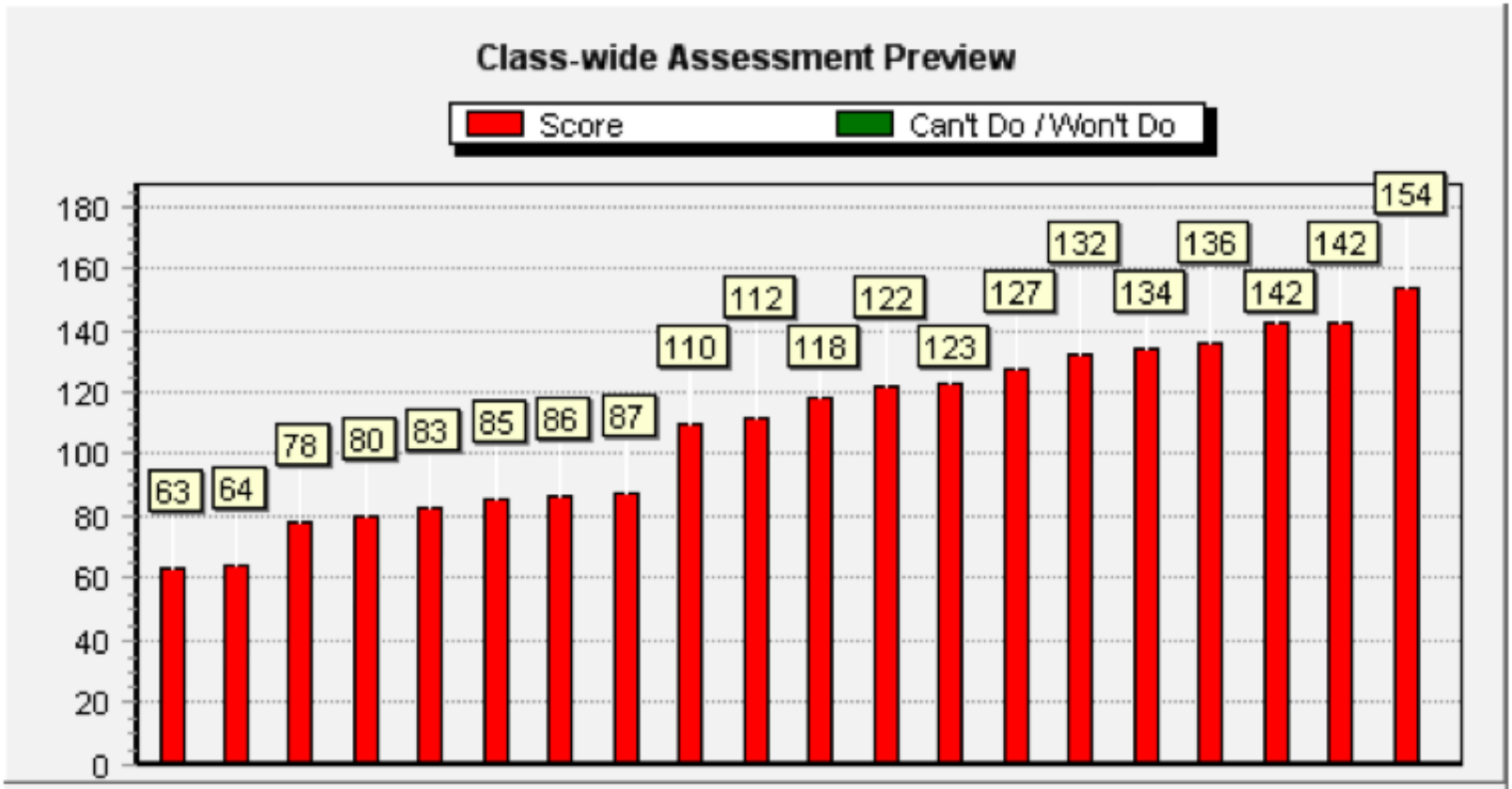
Tier III

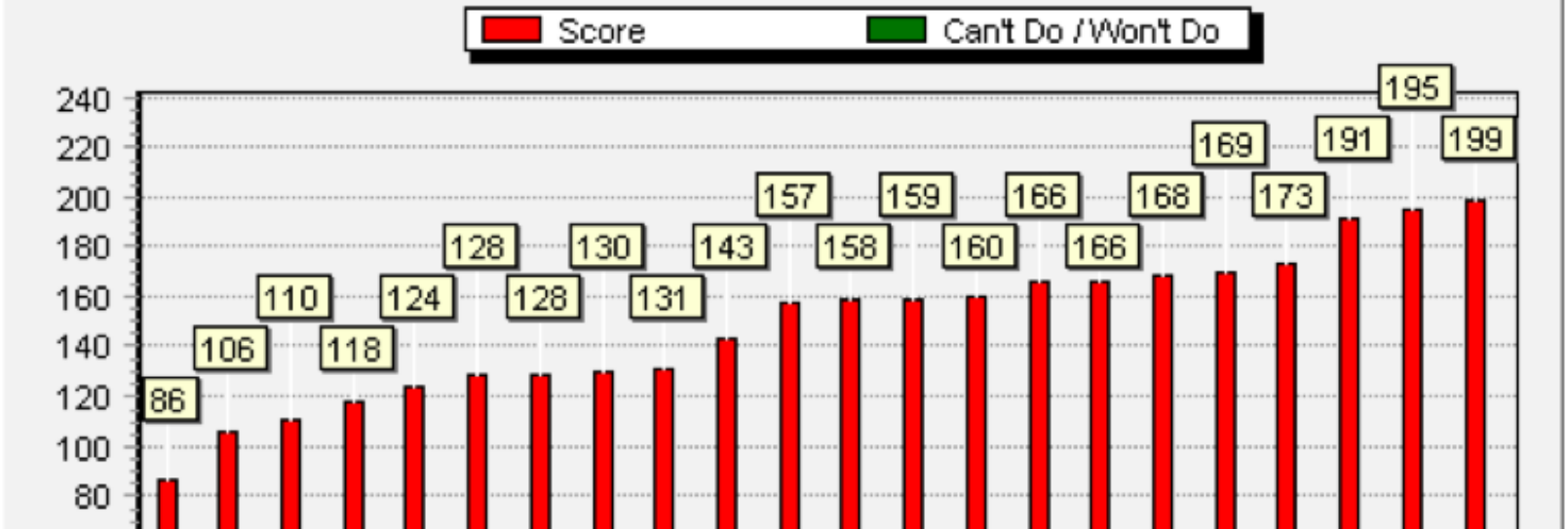
- Additional 30 minutes of interventions in a small group setting focusing on individual weaknesses. The core provides instruction and materials.

- Students move up the tiers based on data driven decisions

Progress Monitoring

- ✓Weekly test
- ✓ Theme test
- ✓ Benchmark Assessments
- ✓DIBELS or STEEP are administered weekly or bi-weekly so that the teacher can check progress and adjust interventions as needed.
- ✓Results are graphed
- ✓Meet with reading coach to make data driven decisions
- ✓Grade level meetings to discuss progress


Class-wide Assessment Preview
Score
Can't Do / Won't Do
180
160
140
120
100
80
60
40
20
0
63
64
78
80
83
85
86
87
110
112
118
122
123
127
132
134
136
142
142
154


Score
Can't Do / Won't Do
240
220
200
180
160
140
120
100
80
86
106
110
118
124
128
128
130
131
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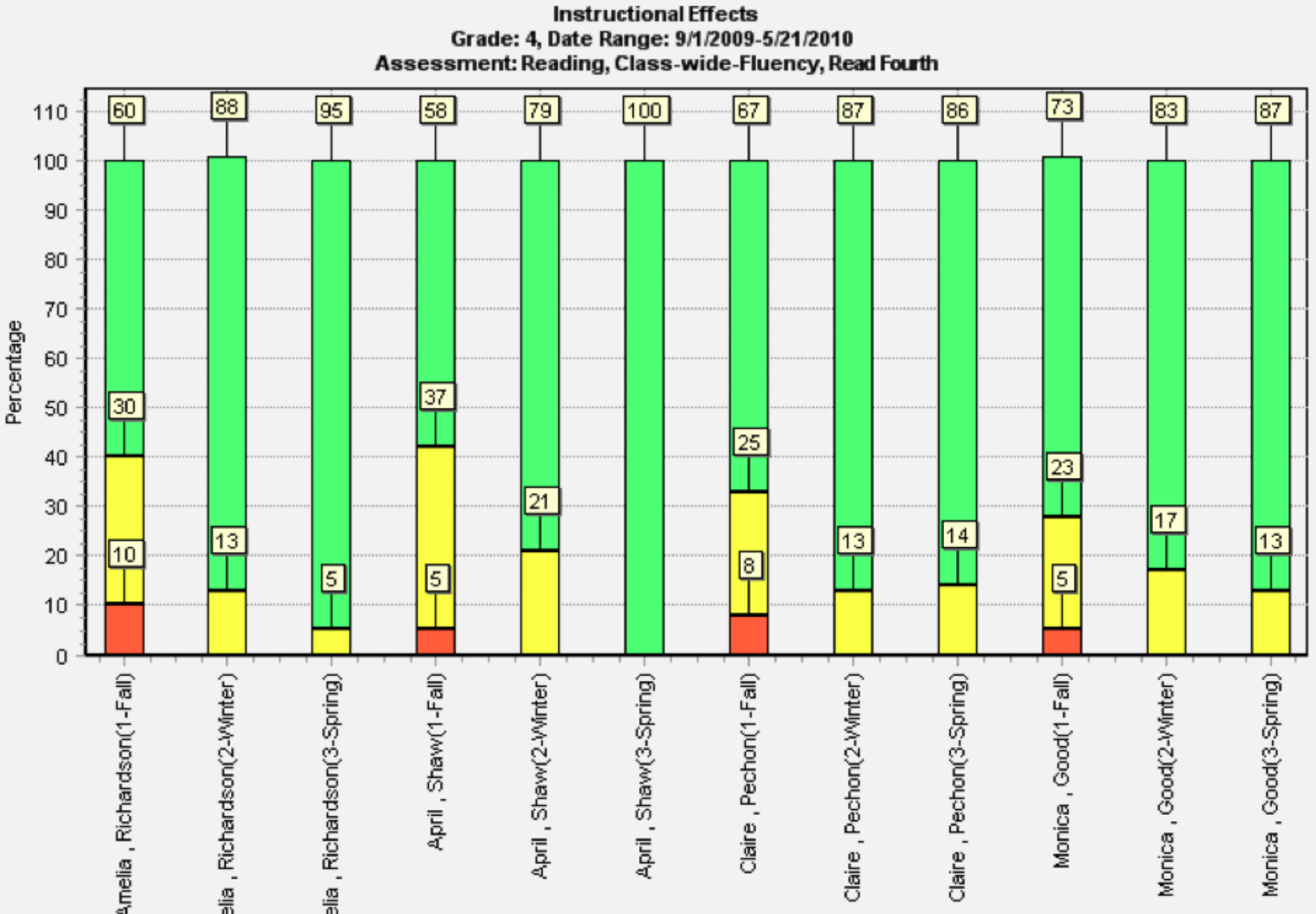
173
191
195
199


Instructional Effects
Grade: 4, Date Range: 9/1/2009-5/21/2010
Assessment: Reading, Class-wide-Fluency, Read Fourth
Percentage
0
10
20
30
40
50
60
70
80
90
100
110
60
30
10
88
13
95
5
58
37
5
79
21
100
67
25
8
87
13
86
14
73
23
5
83
17
87
13
Amelia , Richardson(1-Fall)
elia , Richardson(2-Winter)
elia , Richardson(3-Spring)
April , Shaw(1-Fall)
April , Shaw(2-Winter)
April , Shaw(3-Spring)
Claire , Pechon(1-Fall)
Claire , Pechon(2-Winter)
Claire , Pechon(3-Spring)
Monica , Good(1-Fall)
Monica , Good(2-Winter)
Monica , Good(3-Spring)

In Conclusion…

- Identifying areas of weaknesses at a young age and providing interventions is very effective.
- Using research based practices produce higher success rates for children.